Coppell Independent School District

Lakeside Elementary

2022-2023 Campus Improvement Plan

Mission Statement

CISD Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Value Statement

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lakeside Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus.   Lakeside serves a majority Asian student population in grades K-5. In the 2021-22 school year, total enrollment was 535 which represents a decrease of 8.3% since 2017-18 (584 learners).

In 2021-22, the student population was 53.2% Asian, 33.8% White, 7.1% Hispanic, 1.5% African American, 0.5% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.7% multi-racial. Females made up 45.6% of the learners and males represented 54.3%. Our economically disadvantaged percentage was 5%.

Our Emergent Bilingual (EB) population consisted of 47 learners that made up 8.7% of our campus. The top 5 foreign languages spoken by this student group were: Japanese (17%), Spanish (10.6%), Urdu (10.6), Telugu (8.5%), and Korean(8.5%). Additionally, 8.5% of our EBs were also economically disadvantaged.

Our 52 gifted and talented learners constituted 9.7% of our population. Our gender split in the GT group was 53.8% female and 46.1% male. Of the four major ethnic groups, our GT learners were 57.6% Asian, 36.5% White, 3.8% Hispanic and 0% African American.

We had 71 learners that qualified for special education services, which represented 13.2% of our population. There were 29 learners with 504 accommodations, which was 5.4% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 96.85%, which decreased by 2.27% from the prior year.

STAFFING

Lakeside employed 34 educators and 8 instructional aides in the 2021-22 school year. The number of teachers remained the same from the prior year while the number of aides decreased by 2. The ethnic breakdown for the teaching staff was 2.9% Asian, 91.1% White, 2.9% Hispanic, 2.9% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 100% of the educators and males represented 0%.

Overall, our educators had a varying level of professional experience: 5.8% (2) were new to teaching with 0-1 years of experience, 20.5% (7) had 2-5 years, 17.6% (6) had 6-10 years, 17.6% (6) had 11-15 years, 14.7% (5) had 16-20 years, and 23.5% (8) had more than 20 years. Looking at longevity within the district, 14.7% of our teachers had 0-1 years in district, 29.4% had 2-5 years, 26.4% had 6-10 years, 5.8% had 11-15 years, 11.7% had 16-20 years and 11.7% had more than 20 years. The average years of professional experience was 12.7 with 8.2 years in the district.

Advanced degrees were held by 23.5% of our teachers: 8 with master's degrees and 0 with doctorates. Our campus principal had 26 years of career experience in a professional position (not necessarily as a principal) and 14 years in Coppell. Our assistant principal(s) had an average of 10 years of professional experience and 0 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 88.57%. For educational aides it was 77.78%. We hired 3 new teachers in 2021-22. The characteristics of our new teachers were as follows: 0% Asian, 100% White, 0% Hispanic, 0% African American, 100% female, 0% male, 33.3% new to teaching, 0% with 2-5 years of professional experience, 0% with 6-10 years, 33.3% with 11-15 years, 33.3% with 16-20 years, 0% with more than 20 years and 8.8% new to the campus. The average years of professional experience was 11.3 with 2 years in the district. 0% of our new teachers had advanced degrees.

Demographics Strengths

- Dedicated teachers who are invested in Lakeside's success stay
- Ethnic diversity of campus is becoming more global
- Staff values growing, learning, and is invested in the PLC process to ensure all learners are successful
- Parents of our learners are educated and have the resources (financial, emotional, etc.) to contribute to their child's education and are heavily involved in the PTO and classrooms

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to continue to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause:** Lack of understanding of new Social Emotional Support program.

Problem Statement 2: There is a need to build awareness on trauma due to the impact of life experiences for learners and staff. **Root Cause:** The impact of prolonged changes due to global circumstances.

Student Learning

Student Learning Summary

Spring 2021 to Spring 2022 STAAR Results:

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	3	56	13	88	70	45	56	13	88	55	32
Spring 2022	3	72	8	92	79	65	72	13	88	79	60

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	4	81	7	93	70	33	81	11	89	70	53
Spring 2022	4	66	9	91	79	65	66	8	92	73	58

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	5	69	1661	14	86	71	61	69	1738	6	94	70	52
Spring 2022	5	78	1717	4	96	87	71	78	1717	1	99	77	50

Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %
Spring 2021	5	69	12	88	62	30
Spring 2022	5	78	10	90	72	37

Student Learning Strengths

Grade level specific:

3rd Grade:

- Increase in the amount of students who met standard from previous year (88% Approaches in Reading in 2020-2021 as compares to 82% in Reading in 2021-2022)

- Increase in Masters for both Reading and Math with over 50% of students meeting this criteria

4th Grade

- Increase in Masters level above 50% in all subject areas

- Large percentage increase 33% in 2020-2021 to 65% in 2021-2022 in Reading Assessment

5th Grade

- 99% passing rate in Math

- Increase to 90% passing rate in Science

Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
May 2022 STAAR Grade 4 Reading		STAAR Summative	4	STAAR 3-8 May 2022	66	1641	Percent 9% 12% 14% 65% / Count 6 8 9 43
May 2022 STAAR Grade 3 Reading		STAAR Summative	3	STAAR 3-8 May 2022	72	1587	Percent 8% 13% 14% 65% / Count 6 9 10 47
May 2022 STAAR Grade 5 Reading		STAAR Summative	5	STAAR 3-8 May 2022	78	1717	Percent 4% 9% 17% 71% / Count 3 7 13 55

Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
May 2022 STAAR Grade 5 Science		STAAR Summative	5	STAAR 3-8 May 2022	78	4225	Percent 10% 18% 35% 37% / Count 8 14 27 29

Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
May 2022 STAAR Grade 4 Mathematics		STAAR Summative	4	STAAR 3-8 May 2022	66	1698	Percent 8% 20% 15% 58% / Count 5 13 10 38
May 2022 STAAR Grade 3 Mathematics		STAAR Summative	3	STAAR 3-8 May 2022	72	1582	Percent 13% 8% 19% 60% / Count 9 6 14 43
May 2022 STAAR Grade 5 Mathematics		STAAR Summative	5	STAAR 3-8 May 2022	78	1717	Percent 1% 22% 27% 50% / Count 1 17 21 39

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments. **Root Cause:** Additional training for understanding of evidence based learning strategies and targeted interventions

Problem Statement 2 (Prioritized): There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 3: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause:** There is a need to identify relevant resources and how to apply them consistently on the campus.

Problem Statement 4 (Prioritized): There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Lakeside Elementary is guided by the TEKS and Coppell ISD expectations. Guided by the CISD Learning framework, the TEKS and CISD expectations promote collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution.

Assessment is a critical component when it comes to decision making. Lakeside Elementary uses the concept of balanced assessment (pre-assessment, common formative assessment and post assessment) to ensure we are adequately addressing student needs and measuring student outcomes. Team planning and PLC/CTT times are held to target learner progress, plan interventions, review data, strategic planning, and to grow as professionals.

Paraprofessionals are included in staff development activities. Grade levels are provided with a daily common planning time and provided with a long range planning time once per 3-4 times per school year to address long range goals and assessment development. Intervention/enrichment time (WIN time) is built into the daily schedule to provide time for providing learners with what they need to be successful. Student progress is routinely monitored and instruction is adjusted accordingly.

Professional development needs are determined based on demonstrated and observed needs. Staff meetings are provided for all teaching staff to reinforce teacher learning by discussing training, implementation, and sharing strategies. Teachers are encouraged to attend both district and out of district professional development to help build capacity. Multiple teacher leadership opportunities are offered at the campus and district level. Teachers observe each other in a collaborative learning spirit. Creating innovative learners who can actively find and solve problems is at the core of our focus. Service learning and leadership opportunities provide learners with the chance to help those in and out of their community. All students should have the opportunity to be educated in an emotionally and physically safe environment. When data indicates that student learning is being impacted, Lakeside staff immediately work to determine the cause and adjust instruction and/or practices to ensure student success. Instructional time is protected and teachers and students are not pulled out of the classroom for unnecessary reasons. The master schedule for the school allows for protected time for both student learning and teacher collaboration.

School Processes & Programs Strengths

Process and program strengths at Lakeside include:

- Collaborative planning processes (PLC and team planning) ensures equity in instruction.
- Strong relationships building between learners, educators, and parents enhances our school community and instructional integrity
- Teachers and instructional coach interpret and use common assessment data to drive instruction.
- Educators are immersed in collaborative meetings where decisions are made to answer the four PLC questions:

1. What do we want our learners to know?
2. How will they learn it?
3. What do we do if they don't know it?
4. What do we do if they already know it?

During PLC time, our educators work together to write CFA's, review data, and determine next steps for learners. PLC time is embedded in the educator's protected time weekly. Special education, support staff, and specials teachers work to be involved in increasing the academic, social, and emotional success of each learner.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Inequity resulting from learning in different environments.

Problem Statement 2: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

Problem Statement 3 (Prioritized): There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause:** Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 4 (Prioritized): There is a need for continued common collaboration time for grade level teams of educators to meet needs of all learners **Root Cause:** Opportunities to align with all needs of learners are needed to address all learners

Problem Statement 5 (Prioritized): There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS). **Root Cause:** Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Perceptions

Perceptions Summary

Based on the most recent parent survey, families are happy with Lakeside. Lakeside Elementary School has historically had a low turn-over rate and attracts strong educators to its campus. Morale is high among the staff. There are low incidences of behaviors. Recent campus professional development yielded positive feedback. There is a high participation rate with Lakeside's PTO.

Perceptions Strengths

- Low turn-over rate
- Strong educators
- Low behavior incidences
- High morale
- High participation in PTO

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause:** Lack of focus in the district on the social emotional/well-being of learners

Problem Statement 2: There is a need to focus on the social emotional wellness of learners. **Root Cause:** Greater focus on academic learning instead of focusing on the whole child

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 4: There is a need to build awareness on trauma due to the impact of global life experiences for learners and staff. **Root Cause:** The impact of global events on individuals and other life challenges

Problem Statement 5 (Prioritized): There is a need to build community and increase engagement with all Lakeside stakeholders. **Root Cause:** The impact of changing processes and events on the school community.

Priority Problem Statements

Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments.

Root Cause 4: Additional training for understanding of evidence based learning strategies and targeted interventions

Problem Statement 4 Areas: Student Learning

Problem Statement 6: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners.

Root Cause 6: Inequity resulting from learning in different environments.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 13: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.

Root Cause 13: Lack of focus in the district on the social emotional/well-being of learners

Problem Statement 13 Areas: Perceptions

Problem Statement 5: There is a need to target specific reading, writing and math skills to focus on early intervention.

Root Cause 5: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 5 Areas: Student Learning

Problem Statement 12: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district.

Root Cause 12: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 11: There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement.

Root Cause 11: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 11 Areas: Student Learning

Problem Statement 16: There is a need for continued common collaboration time for grade level teams of educators to meet needs of all learners

Root Cause 16: Opportunities to align with all needs of learners are needed to address all learners

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS).

Root Cause 17: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: There is a need to build community and increase engagement with all Lakeside stakeholders.
Root Cause 18: The impact of changing processes and events on the school community.
Problem Statement 18 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Personal Growth and Experiences: We at Lakeside Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 1: All PK-5th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

HB3 Goal

Evaluation Data Sources: STAAR data, Response to Intervention data -Multi-Tiered Systems of Support, universal screener data (BOY, MOY, EOY), TELPAS data, Core Content Academies, House Bill 3 Reading Academies, Professional Learning, walk-throughs, observations, WIN groups, CTT agendas, CISD Guidance Curriculum

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Strengthened skills in targeted areas - Frequent checks and responses to all students, whether they have mastered the content or not **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, Instructional Support Staff **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Strengthen literacy skills for elementary educators and align practices within instruction	**Nov**	**Feb**	**Apr**	**June**
-Learner growth in literacy development and targeted growth tracked through state assessment and district assessments **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, GTi, Instructional Support Staff **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Strengthen math skills for elementary educators and align practices within math interventions and enrichment opportunities in learning -Learner growth in math development and targeted growth tracked through state assessment and district assessments **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** Student Learning 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments. **Root Cause**: Additional training for understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Goal 1: Personal Growth and Experiences: We at Lakeside Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.

> **Evaluation Data Sources:** STAAR data, TELPAS data, Response to Intervention data-Multi-Tiered Systems of Support, universal screener data, CTT agenda/data, (common formative assessments) RtI data, WIN groups

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Development of data analysis protocol - Awareness, training and implementation of data analysis protocols - Growth in Professional Learning Communities -Collaborative Team Structures - Increased student achievement (academic, social emotional and behavioral) through small group and individual counseling **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, GTi **Problem Statements:** School Processes & Programs 1	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Better understanding and response to all learners - Awareness, training, and implementation of MTSS support - Increased student achievement (academic, social emotional and behavioral through small group and individual needs) **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, GTi **Problem Statements:** School Processes & Programs 1	**Nov**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Inequity resulting from learning in different environments.

Goal 1: Personal Growth and Experiences: We at Lakeside Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 3: Student achievement and progress levels will exceed state standards/averages for all student groups.

Evaluation Data Sources: Campus and district committee created resources (curriculum, assessment tools and trainings), Schoology AMP, Progress monitoring, RtI notes in Panorama, SuccessEd

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Impact on overall learner growth and engagement - Stronger utilization of tools such as Schoology for learners and parents -Updated trainings for educators on using digital tools in learning -Tracking learner growth in Schoology and Power BI **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, DLCs, Technology Department **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Support - 199 - State Comp Ed - $1,750				

Strategy 2 Details	Reviews			
Strategy 2: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Trainings developed and implemented - Response to Intervention process (MTSS - Multi-Tiered Systems of Support) clearly defined and supported with resources -IEP's and Service Plans being designed to meet all of learner's needs - Increase academic achievement and growth for all learners - Data gathered from aligned resources (iStation, Dreambox, MAP, Schoology AMP, etc.) -Implementation and training of Success Ed as an overarching system - Increase academic achievement and growth for all learners -Counselor support for Behavior RTI **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, GTi, IC, LAS Facilitator **Problem Statements:** Student Learning 2 - School Processes & Programs 5				

Strategy 3 Details	Reviews			
Strategy 3: Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increased learner growth in the targeted areas of focus - Increased awareness and documentation for specific intervention plans of learners and the success rates and growth shown - Increased alignment in how we as a district are intervening and providing additional support through campus collaborative team times, district trainings and overall monitoring and evaluation systems in place **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, IC, LAS Facilitator **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Support - 199 - State Comp Ed - $1,407				

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments. **Root Cause**: Additional training for understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

School Processes & Programs
Problem Statement 5: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS). **Root Cause**: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Goal 2: Authentic Contributions: We at Lakeside will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 1: All Pre-K through 12th grade learners will participate in at least two courses/activities focused on career, college and life readiness.

    Evaluation Data Sources: Curriculum documents, Panorama Survey data

Strategy 1 Details		Reviews		
Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Growth in learner engagement levels	**Nov**	**Feb**	**Apr**	**June**
-Ensuring opportunities whether face to face/ remote learning -Building stronger relationships with staff across the campus -Building stronger relationships with learners -Increasing ways for learners to show success in learning -Usage of Bulb Digital Portfolios Educators **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator, DLCs, GTi **Problem Statements:** Student Learning 4				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Goal 2: Authentic Contributions: We at Lakeside will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 2: All Pre-K through 12th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

    Evaluation Data Sources: Learner digital portfolios, Schoology, digital resources, rubrics, goal setting forms/templates

Strategy 1 Details		Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb and Schoology platforms) to provide opportunities for highlighting the processes and products of learning		**Formative**			**Summative**
		Nov	Feb	Apr	June

Strategy's Expected Result/Impact: - Learner digital portfolios
-Educator digital portfolios
- Digital Portfolio continued training and implementation
    Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator, DLCs
 	
    Problem Statements: Student Learning 4					

Strategy 2 Details		Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.		**Formative**			**Summative**
		Nov	Feb	Apr	June

Strategy's Expected Result/Impact: - Performance Tasks for math and science
- Rubrics for academic and social-emotional growth
- Goal setting forms/reflections
    Staff Responsible for Monitoring: Educators, IC, ESL Facilitator
 	
    Problem Statements: Student Learning 1 - School Processes & Programs 1, 5					

0% No Progress	100% Accomplished		→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments. **Root Cause**: Additional training for understanding of evidence based learning strategies and targeted interventions
Problem Statement 4: There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

School Processes & Programs
Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Inequity resulting from learning in different environments.
Problem Statement 5: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS). **Root Cause**: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Goal 3: Well-Being and Mindfulness: We at Lakeside will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: Lakeside will continue to review current and create new curriculum documents, training and implement specific programs to provide needed support/resources for counseling and social emotional learning.

Evaluation Data Sources: Revised curriculum documents, Administrator and educator feedback, Social Emotional Survey data, Threat Assessment Data, Panorama survey data, content and DLC office hours, CTT agenda

Strategy 1 Details	Reviews			
Strategy 1: Revise, update and implement current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education.	**Formative**			**Summative**
Including the following character traits per TEA:	**Nov**	**Feb**	**Apr**	**June**
- Courage - Trustworthiness, including honesty, reliability, punctuality, and loyalty - Integrity - Respect and courtesy - Responsibility, including accountability, diligence, perseverance, and self-control - Fairness, including justice and freedom from prejudice - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity - Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law - School pride - Gratitude **Strategy's Expected Result/Impact:** - Utilization of class meetings, check-ins and restorative practices within learning - Learner growth as indicated through survey/learner goals - Educator training on embedded supports, counselor check-ins **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, Nurse. IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Update and integrate curriculum supports for implementation of new health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Implementation and documentation of access and usage of resources - Increase appropriate use of digital resources - Tools to support academic integrity - Learner feedback and educator feedback - Fewer discipline referrals in this focus area - Counselor lunch bunch groups **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, Librarian, DLC's, IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Align implementation of social emotional support structures: class meetings, check-ins and restorative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increase awareness of mental health - Tools to support emotional well-being of all students - Learner and educator feedback -Implementation and documentation of access and usage of resources **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, Librarian, DLC's, IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Perceptions
Problem Statement 1: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Lack of focus in the district on the social emotional/well-being of learners

Goal 3: Well-Being and Mindfulness: We at Lakeside will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 2: Lakeside will continue to provide clarity and understanding of the importance of equity, equality, and inclusion for all.

Evaluation Data Sources: Response to Intervention- MTSS - Multi-Tiered Support Systems for behavioral resources, Social-emotional curriculum PK-12, Threat Assessment Data, Panorama survey data, texasprojectrestore.org videos

Strategy 1 Details	Reviews			
Strategy 1: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increase awareness and action plans in order to support all learners with behavior needs - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized - Online truancy course required for learners - Threat Assessment process being utilized and strengthening supports for learners in need **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, Nurse. IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** School Processes & Programs 3, 5				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 5: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS). **Root Cause**: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Goal 4: Organizational Improvement and Strategic Design: We at Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: Performance Objective 1: CISD will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

> **Evaluation Data Sources:** Resources district/campus (within Schoology), PLC implementation rubric district/campus, Training documentation, Administrator/Educator feedback, Mentoring Supports and training, CTT agenda, Collective Commitments, CTT/MTSS Survey, Staff meetings, PL Days

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Implementation of Professional Learning Communities/CTT throughout the campus - Increase use of data to support evidence-based decisions **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator **Problem Statements:** School Processes & Programs 5				

Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align and provide support for all grades/ departments concerning needs for professional learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Implementation of professional learning - Better understanding of learning that is needed to best support students - Responsive to educator needs **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator **Problem Statements:** Student Learning 4 - School Processes & Programs 1, 4				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

School Processes & Programs
Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause**: Inequity resulting from learning in different environments.
Problem Statement 4: There is a need for continued common collaboration time for grade level teams of educators to meet needs of all learners **Root Cause**: Opportunities to align with all needs of learners are needed to address all learners
Problem Statement 5: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS). **Root Cause**: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Goal 4: Organizational Improvement and Strategic Design: We at Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: Lakeside will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

Evaluation Data Sources: Utilization of aligned resources purchased by the District, District/Campus common formative assessments, Schoology AMP, Bulb portfolios

Strategy 1 Details	Reviews			
Strategy 1: Continue researching, developing and implementing a CISD Community Based Accountability System.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Best practices for creating assessments - Varied ways in which to track student progress - Responsive in nature to all student needs **Staff Responsible for Monitoring:** Administrators, Educators, IC, LAS Facilitator **Problem Statements:** Student Learning 4	**Nov**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: There is a need to focus on digital tools and resources in PK-12 resulting in increased learner achievement. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Goal 4: Organizational Improvement and Strategic Design: We at Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 3: Lakeside staff will partner and collaborate with the CISD Bond Committee to analyze, research and investigate current and future budgeting needs concerning facilities and resources.

    Evaluation Data Sources: Inventories created for District and Campuses

Strategy 1 Details	Reviews			
Strategy 1: Collaborate and share facility requests, resources needed for success in the classroom, and overall safety needs for the campus.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Proper resources allocated to staff
    - Environment conducive to learning for staff and students
    Staff Responsible for Monitoring: Administrators, Educators
 	
    Problem Statements: School Processes & Programs 3				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 3**: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district |

Goal 4: Organizational Improvement and Strategic Design: We at Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 4: Expand use of digital tools to support systems within the district.

Evaluation Data Sources: - Use of DLC support on campus
-Sources: Resources district/campus (within Schoology), PLC implementation rubric district/campus, Training documentation, Administrator/Educator feedback, Mentoring Supports and training

Strategy 1 Details	Reviews			
Strategy 1: Continue strengthening implementation of the two Powerschool systems for professional learning (PL Powerschool) and evaluation (Perform) for all staff.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Stronger utilization of platforms for both appraisal knowledge and professional learning - More consistent use of platforms - Overall, more comfortability with accessing information **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, Nurse. IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** Student Learning 1 - School Processes & Programs 5				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions, specifically through Small Group Instruction and Common Formative Assessments. **Root Cause**: Additional training for understanding of evidence based learning strategies and targeted interventions
School Processes & Programs
Problem Statement 5: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS). **Root Cause**: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Goal 4: Organizational Improvement and Strategic Design: We at Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 5: Lakeside will continue to leverage a variety of communication tools to increase clarity and consistency of district information and processes for stakeholders.

> **Evaluation Data Sources:** - Use of ParentSquare, Schoology, Teams, and other approved communication devices per the district expectation

Strategy 1 Details	Reviews			
Strategy 1: Sharing communication through consistent means through the use of appropriate and district supported means.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - More consistent communication - Engaging community in activities on the campus -Informed family members of grade-level learning **Staff Responsible for Monitoring:** Administrators, Educators, Counselor, Nurse. IC, LAS Facilitator, Instructional Support Staff **Problem Statements:** Perceptions 5	**Nov**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 5: There is a need to build community and increase engagement with all Lakeside stakeholders. **Root Cause**: The impact of changing processes and events on the school community.

Goal 4: Organizational Improvement and Strategic Design: We at Lakeside will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 6: Lakeside will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

    Evaluation Data Sources: - Safety drills logged
- Use of new Raptor Alert System

Strategy 1 Details				Reviews			
Strategy 1: Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Improved communication between staff, students, and families
- Streamlined processes in SRP process and procedures
- Comprehensive understanding of the SRP process and protocols
-Implementation of Raptor Alert System
    Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator
 	
    Problem Statements: School Processes & Programs 3 - Perceptions 5							

Strategy 2 Details				Reviews			
Strategy 2: Implement door sweeps on campuses and district buildings at least once each week during instructional days.				**Formative**			**Summative**

Strategy's Expected Result/Impact: - Improved communication between staff, students, and families
-Implementation of tracking and security sweep protocol
-Actionable items against safety questions
    Staff Responsible for Monitoring: Administrators, Educators, IC, LAS Facilitator
 	
    Problem Statements: School Processes & Programs 3 - Perceptions 5
				Nov	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished		Continue/Modify		✖ Discontinue		

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the district. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Perceptions

Problem Statement 5: There is a need to build community and increase engagement with all Lakeside stakeholders. **Root Cause**: The impact of changing processes and events on the school community.

State Compensatory

Budget for Lakeside Elementary

Total SCE Funds: $3,157.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

These funds are used to fund academic programs that directly impact student learning and intervention needs. These learning opportunities focus on proficiency in grade level standards.

Campus Funding Summary

			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Instructional Support		$1,750.00
1	3	3	Instructional Support		$1,407.00
				Sub-Total	$3,157.00